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| **Subject / Course:** Mathematics | **TC Name:** Girthiga Gunarajah | |
| **Grade Level:** Grade 8 | **Date:** October 14, 2010 | |
| **Topic:** Circumference | **Time of Class:** 12:48 pm to 1:38 pm | |
| **AT Name:** Ms. Bonello | **Room # / Location:** Family Studies Rm. | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**  * Measure the circumference, radius and diameter of circular objects, using concrete materials * Determine through investigation using a variety of tools and strategies, the relationship for calculating the circumference and area of a circle, and generalize to develop formulas. | | |
| 1. **Goal(s) for the lesson:**   Students will have learned by the end of the lesson   * The definition of circumference * The relationship between circumference and diameter * The mathematical term pi (π)   How will I know they learned the concepts   * Discussing as the class the pattern seen between the circumference and diameter * Having the students write down the definition for pi in their student work books | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**   * **Students that finishes early** * **Students that doesn’t understand** |  | | **Behavioural/Social/Emotional Needs:**   * **Students that have IEPs** |  | | **Physical Needs:** |  | | **Diversity Needs:** |  | | | |

**3. Learning Environment**

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| Students will be working independently at their assigned desks for this period.  Classroom Layout:  Classroom.png |

**4. The Overview (Agenda) for your lesson:**

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| **Period 4**  12:48 to 12:58 Introduction  12:58 to 1:03 Review on Circumference  1:03 to 1:23 Twizzler Circumference Activity  1:23 to 1:33 What is the pattern?  1:33 to 1:38 Clean up and Dismissal |

**5. Resources and Materials for your class**

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| Teacher Needs to Bring:   * Sir Circumference Book * Prepared snack bags consisting of a Ritz cracker, Oreo cookie, smartie, a lifesavers mint and a twizzler (30) * Twizzler circumference activity worksheet (30) * Rulers (in the classroom)   Student Needs to Bring:   * Math workbook, study notes notebook, and textbook * Writing utensils |

**6. Content, Teaching Strategies, for Lesson**

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| **Period** | **Time** | **Teaching or**  **Assessment Strategy** | **Detailed Description** |
| 12:48 pm to  1:38 pm | 10 minutes | Introduction | Read the story **Sir Circumference and all the King’s Tens: A Math Adventure** |
| 5 minutes  20 minutes  10 minutes | Instruction and  Application | **Review of Circumference, Diameter and Radius**   * Ask student varies questions based on circumference and diameter Frayer model * Circumference is the distance around a circle * Diameter is a line segment that passes through the centre of the circle * Radius is half the diameter   **Twizzler Activity**   * As a demonstration I will measure using the twizzler the circumference of an Oreo cookie * Students will then individually work through the questions on the worksheet using the materials provided.   **Discussion**   * After students are done the worksheet, we will discuss as a class what patterns were seen and derive the formula for circumference using the new knowledge * Students will copy down the key ideas located on page 13 in their textbooks |
| 5 minutes | Consolidation | Students will be assigned **pg. 13-14 questions 1, 3-10** to work on in class if they are done early or as homework.  Students will **clean up** their desks no crumbs or left behind garbage from the twizzler activity.  Students will then be asked to get ready for their next class. |

**7. Appendix**

* Twizzlers Circumference Activity Worksheet

